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ABSTRACT

Since 1974, Edinboro University of Pennsylvania has provided students with disabilities the opportunity to attend a higher education institution. From a modest beginning audience of less than two dozen students, the university now provides services to nearly 300 students. Services and personnel now include over 50 full-time employees, and over 100 part-time employees. The services have allowed students with severe disabilities to attend the university, and each year the severity of disabilities present has increased. Currently, students come from eight different states, with the majority from Pennsylvania. The university has developed its facilities to the extent that it is commonly referred to as the "wheelchair campus," and is ranked among the top eight "full-service" institutions. These services include 24-hour, 7-day-a-week attendant care, a wheelchair maintenance facility, lift-equipped vans, a life skills center, disabled student athletics, rehabilitation health services, meal aides, academic aides, and an adaptive computing facility. In addition to services provided for students with disabilities, the program has also developed a number of 6-week pre-university summer programs to help orient and assess the needs of students with disabilities who plan to attend a post-secondary institution. (Author/MSE)

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EDINBORO UNIVERSITY

OF PENNSYLVANIA

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- o To increase the information on model programs available to all institutions through the ERIC system
- o To encourage the use of the ERIC system by AASCU institutions
- o To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- o To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

ABSTRACT

Since 1974, Edinboro University of Pennsylvania has provided students with disabilities the opportunity to attend an institution of higher education. From a modest beginning of less than two dozen students, the University now provides services to nearly 300 students with disabilities. The services and personnel have evolved from part-time employees and release-time faculty to over 50 full-time employees and over 100 part-time employees. The services have allowed students with severe disabilities to attend the University, and each year the severity of disabilities present has increased.

Currently students come from eight different states with the majority of students being Pennsylvania residents. Edinboro University's initiative has developed the campus to such an extent that it is commonly referred to as a "wheelchair campus." A recent survey of colleges and universities in the United States put Edinboro University in the top eight "full service" institutions. These full services include 24-hour, seven-day-per-week attendant care, a wheelchair maintenance facility, lift-equipped vans, a Life Skills Center, disabled student athletics, rehabilitation health services, meal aides, academic aides and an adaptive computing facility.

In addition to services provided for students with disabilities, the Office of Disabled Student Services (ODSS) has also developed a number of special six-week pre-university summer programs to help orient and assess the needs of students with disabilities who plan to attend a post-secondary institution.

INTRODUCTION

The following pages describe the history, philosophy and services provided by the Office of Disabled Student Services at Edinboro University of Pennsylvania. The historical narrative describes the program from its conception in 1972 to the program's beginning in 1974 and finally to the program's current status. Although students with disabilities are not actively recruited to attend Edinboro University, the tremendous effort to make the facility and programs accessible has made enrollment for students with disabilities increase by 2,000 percent since the beginning of the program.

The philosophy and objectives of the program are outlined to provide the reader with an understanding of the direction the program has gone and is heading. Students with disabilities can no longer be ignored as a resource, nor can society be expected to support those persons who can and should make contributions to society. These ideas are supported by the Office of Disabled Student Services through services that enable students to be competitive in the academic arena and that challenge students with disabilities to be self-sufficient and independent.

The services provided by the Office of Disabled Student Services in support of students with severe disabilities include, but are not limited to: learning disabilities support, adaptive computer lab, academic aides, occupational therapy services, life skills center, meal aides, rehabilitation program nurse, 24-hour/7-day-per-week personal attendant care, wheelchair maintenance, van transportation, and athletic/recreation services. In addition, the staff of the ODSS provide advocacy and consulting services for faculty, students and the local community.

Administratively, the program has over 200 full- and part-time employees, and the annual operating budget exceeds \$750,000. A significant portion of the budget is realized from the close associations Edinboro University has developed with the Office of Vocational Rehabilitation and the Bureau of Blindness and Visual Services. Summer Pre-University Programs developed in cooperation with these two agencies have provided an introduction to University life for many students sponsored by these agencies.

HISTORY OF ODSS

In 1972, a 10-year plan was developed to create a rehabilitation-type facility that would enable handicapped persons to attend college and allow undergraduate and graduate students to gain practical experience in the academic areas.

In 1974, the Pennsylvania Department of Education named Edinboro University of Pennsylvania, along with two other colleges, as a wheelchair campus for the state. The program was to be initiated in September 1974. In the next few months, the eight remaining years of the

10-year plan were condensed into a basic, workable program allowing handicapped students to participate with able-bodied students at the college level.

Prior to the fall term of 1974, the Mainstream program was developed and housed in the Office of Special Programs along with Act 101 and other special programs.

Within the Office of Special Programs, the Mainstream program was originally to have three phases. The Level One program was designed for the typical college-bound student who happened to be disabled, i.e., the type of student that is on the campus today. The Level Two program was planned for the student who was not qualified for college, but who would be successful in a vocational-technical school. (The Level Two program was implemented for only a short period of time, since complete implementation became impossible due to transportation and economic problems.) The Level Three program was planned for persons who, because of the severity of their disability, were not able to meet the qualifications or demands of either college or vocational school, but could benefit from a program of cultural experience on the campus. This portion of the plan was never implemented.

In 1978, Edinboro State College had a student population of approximately 6,500 students with over 500 students classified as having some type of disability. Within that number, approximately 60 students were served on a yearly basis through what is now the Office of Disabled Student Services. Because of the size and differentiation of services, the Office of Disabled Student Services reported directly to the vice president of support services and also had a relationship with the Office of Special Programs.

In the 15 years since its establishment, the Mainstream program has gained an identity of its own while the services have increased and been refined. In 1976, the Mainstream program became formally known as the Wheelchair Campus. Along with the title change, the program officially moved from Scot Hall, a privately owned and operated off-campus dormitory, to Scranton and Shafer Halls on campus. The continual growth of the program and a developing recognition of the University's responsibility for the future of the program necessitated the move.

As the program moved to the first floors of Scranton and Shafer Halls, the Wheelchair Campus continued to grow. Rooms and bathroom facilities were renovated so wheelchair-bound students could effectively utilize the dormitory. In addition, the move allowed the students easier access to the student union, the cafeteria, and the infirmary. The actual philosophy of mainstreaming was easier to implement with the students on campus.

As the program continued to develop, students requiring little personal care began to leave the confines of the two dormitories where the bulk of personal care services are provided (e.g., personal care, transportation, academic aides, and meal aides) to other dormitories or off-campus housing.

The decrease in personal care requirements confirms that students are gaining independence. This and other assessments demonstrate the program's growth from a meager beginning to the status of a well-developed program able to meet the needs of the disabled college student and to encourage independence in the various activities of college living.

In September of 1986, the Office of Disabled Student Services established a computer laboratory enabling the physically disabled, learning disabled, visually impaired, and blind students to complete their class assignments in an independent manner. ODSS continues to add electronic assistive devices to the laboratory to promote a greater feeling of accomplishment and independence.

In 1987, an occupational therapist and an assistant director were hired by Edinboro University to complement the existing ODSS staff. In 1988, a computer analyst and assistant to the director were hired to assist the physically disabled and learning disabled in matriculating at Edinboro University. These additions have been important to the Office of Disabled Student Services in continuing the development of specialized services for the disabled population.

The ODSS Nursing Station was formally dedicated in the spring of 1987. Through this facility, the daily health needs of the disabled population are met.

In 1988, the Office of Disabled Student Services, in cooperation with the Bureau of Blindness and Visual Services, completed the 13th year of a pre-university summer program for blind and visually impaired students.

Edinboro University has been working with learning disabled students on an informal basis for the past three years, and in September of 1989, the University initiated a formalized learning disabilities program. The program includes such services as readers, writers, counseling, academic advisement, extended test time, alternative testing, and computer training, as well as the services provided by a full-time learning disabilities specialist.

There are currently 283 disabled students attending Edinboro University of Pennsylvania. Edinboro's disabled students are labeled with a variety of causative factors resulting in their disabilities including, but not limited to: rheumatoid arthritis; multiple sclerosis; muscular dystrophy; spina bifida; cerebral palsy; arthrogryposis; head trauma; birth defects; and various disabling accidents from automobiles, motorcycles, all-terrain vehicles, diving, swimming, water skiing, sled riding, football, and various slipping/falling situations.

Of these 283 disabled students, the following is a breakdown of the classifications: 46 quadriplegics, 45 paraplegics, 37 visually impaired/blind, 7 hearing impaired, 54 learning disabled, and 94 various types of minor disabilities. Over 100 of these students are in wheelchairs.

With four percent of Edinboro's student population having mobility impairments, Edinboro University has the largest per capita disabled student population of any United States college or university. Edinboro University ranks second in the amount of university budgeted dollars committed to noninstructional disabled student support cost with over \$350,000.00 allocated in 1985-86. Edinboro University has one of the largest residential programs in the nation, providing personal attendant care 24 hours per day, seven days per week.

The Office of Disabled Student Services, in cooperation with the Office of Vocational Rehabilitation, is looking forward to its fifth year of providing a pre-university summer program for the severely physically disabled students.

The Office of Disabled Student Services has developed two new pre-university summer programs. The first program has been designed as a transition program for the learning disabled student who will be attending a post-secondary experience beginning in the fall. The second program has been developed to meet the needs of nonverbal prospective students. Edinboro University has been a pioneer in providing services for the nonverbal student through the use of augmentative assistive computer devices. Currently, five nonverbal students are successfully attending classes at Edinboro. The program is significant because there is a large population of these potential students capable of higher education, independence, and self sufficiency but who may never reach these goals because they have not had the educational opportunity. Edinboro University houses the only existing full-service program in the United States which is addressing this very special population.

The Rolling Scots athletic teams continue to mount impressive competition records. These outstanding athletes have accumulated gold, silver, and bronze medals, as well as setting numerous meet records and accomplishing outstanding athletic awards. Some have achieved world class status.

Nearly completed is a third research survey of disabled graduates of Edinboro University. Data on employment status, personal care and marital status as well as opinions regarding disabled awareness and Edinboro University's special program will soon be available.

A survey was completed in 1988 to check campus accessibility of potential work sites for the disabled population. The survey found that most work site facilities, with minor alterations, could be made accessible to the disabled population.

PROGRAM DESCRIPTION

Philosophy of the ODSS

The Office of Disabled Student Services believes that a disabled person is a whole person with a particular disability. Society, not the particular individual, creates handicaps.

Disabled persons can and should make a positive contribution to society. With a college education, many disabled individuals have been able to make the world better for all people, not just themselves. Because of a disability, a particular person will need some assistance in order to survive as a university student. A disabled student must learn more than just an academic discipline while in college. He/she must also learn to function independently and become a productive member of society.

The first major goal of the Office of Disabled Student Services is to provide those services which enable the disabled student to perform to the maximum of his/her ability at the university level. Specifically, a wide range of support services are available. Personal care, van transportation, academic aide assistance, meal aide assistance, and the computer lab allow disabled individuals to operate fully in university life.

Second, the program must provide services to develop the student's life skills so that he/she may live more independently after graduation. Accomplishing this goal helps prepare the student for life in a society which is not totally accessible. This is accomplished through the services of the Life Skills Center, the computer lab, personal care, and the program nurse. However, the degree of accomplishment depends primarily upon the individual student. The challenge for the ODSS staff is to use available services as effectively and efficiently as possible. Each student has a substantial investment, financially as well as otherwise, in this program. For this investment to be productive, the cooperation and effort of the office, staff and students are required.

Objectives

The objectives of the ODSS are:

1. To serve Edinboro University students with disabilities ensuring that "no otherwise qualified handicapped individual shall, solely by reason of his/her handicap, be excluded from participation in any of..." the activities, courses, programs, or benefits of the University.
2. To provide support services in personal care, van transportation, meal assistance, academic assistance, wheelchair repair, readers, interpreters, life skills, computer literacy, nursing, athletics, and recreation.
3. To improve the status of persons with disabilities through career placement training and supportive affirmative action, and to work with other programs that also pursue these objectives.

The impact of this group on the 7,500 able-bodied students will be known in the future as the graduating students become the employers of the future. Able-bodied students in personnel positions can reflect upon the achievement of their disabled peers when considering employment opportunities for the disabled. Society, in general, has created many of the barriers, and the ODSS is beginning to break down many of them through education and example.

SERVICES

Learning Disabilities Services

Learning Disabilities Services were developed because of the ODSS's heightened awareness of problems some students were experiencing at Edinboro University. There are two major goals of the Learning Disabilities Program. The first is to develop compensatory skills necessary for students with learning disabilities to survive, not only at the university level, but also after graduation and when employed. The second goal is to strengthen the student's self-concept and attitudes about what he/she can do.

Compensatory skills are developed through a number of avenues coordinated by the assistant to the director. After determining each student's specific needs, the assistant to the director and the student initiate a plan to meet those needs. Faculty awareness, study skills, organizational skills, and computer literacy are some of the methods used. The ODSS Computer Lab provides basic computer literacy skills and shows students how to use the computer to meet their functional needs. Enhanced skills provide the student with a foundation for academic work, as well as employment opportunities after graduation.

The development of a positive self-image can be a problem among students with learning disabilities who have experienced limited academic success in the past. Through enhanced compensatory skills, students with learning disabilities experience greater self-confidence and an awareness that their options for the future can be expanded.

The Learning Disabilities tutors assist students who have specific learning disabilities with the mechanics of academic tasks. Generally, these tasks include reading, writing, assisting with the use of the Macintosh computer system, and helping students organize and manage academic assignments. Learning Disabilities tutors are not hired as tutors for specific courses or areas of expertise. Students who require additional assistance in a particular class or area should contact the assistant to the director.

ODSS Computer Lab

The Office of Disabled Student Services established a computer lab enabling the physically disabled, learning disabled, visually impaired and blind students to complete their

class assignments in an independent manner. This computer lab decreases the level of dependence on student aides.

The use of electronic assistive devices promotes a greater feeling of accomplishment for the student as he/she can complete assignments using whatever level of physical ability he/she possesses. In many cases, the student with a severe disability falls behind because he/she feels that he/she no longer has the ability to communicate other than by voice and limited gestures. Giving the student with a disability a means to communicate independently is a goal of the program.

Computer usage by a student with a disability provides three other benefits. It promotes an effective means to study because the student actively participates in the study process. Since computers can diminish the effect of a disability, it tends to make the student more attractive to an employer after graduation. And, since the student with a severe disability can use computers to control his/her environment and complete work in an independent manner, they promote confidence through enhanced feelings of self-sufficiency.

The computer lab contains highly technical assistive devices designed to help students with severe disabilities access a computer. Since the number of computers is limited, students with severe disabilities have priority use of these machines at all times. If other staff want to use the computers, it must be approved by the computer analyst to ensure that those who need the computers will have them available.

The Academic Aide System

The academic aide system was established to enable students with disabilities to complete those academic tasks they are unable to do on their own. Students are encouraged to make minimal use of these aides. The intent of this system is to provide a means to perform the mechanics of college level work in an independent manner.

It is the student's responsibility to arrange for academic aide services when needed. Students needing academic aide services should call the Office of Disabled Student Services' Academic Aide Office at 732-2274 between the hours of 9 a.m. and 9 p.m., Monday through Friday. To guarantee that an aide will be scheduled at the requested time, the request must be made at least two days before academic aide services are required. An academic aide secretary will assign an aide and provide the aide's phone number. The academic aide secretaries contact the assigned aide to set up the schedule. An academic aide will meet the student at the required location.

Students have the option to arrange a permanent schedule for an academic aide or to make arrangements as the need arises. Students should contact the academic aide coordinator if there are any problems concerning scheduling or use of academic aides.

The position of academic aide is unique. This person must provide an important link to self-sufficiency by assisting with mechanical tasks which are not possible by students with disabilities.

Academic aides, for example, may be used in the library where students cannot reach books. They may be used for writing when other means are not readily available. They may help in locating information and collecting and recording for a report, but may not write the report. Academic aides should not be used as study partners or tutors. Typing services are provided for students learning to use computer equipment and who have not yet achieved sufficient competencies to complete their own work. Generally, the aides perform only those tasks which cannot be physically performed by a student.

The ODSS Life Skills Center

The Life Skills Center, located in the basement of Shafer Hall at Edinboro University's Office of Disabled Student Services, allows students with physical disabilities, visual impairments, and learning disabilities to learn and practice the skills necessary to live independently and become marketable in the work force following graduation. It is operated by a full-time registered occupational therapist.

The purpose of the Life Skills Center is to increase the disabled student's level of competence, confidence, and experience with independent living skills and to provide occupational therapy treatment and services.

The goal of the Life Skills Center is to offer the student with a disability an opportunity to gain the information, skills, confidence and responsibility necessary to make the transition from dependent living to independent, self-directed living. The Life Skills Center serves as both a resource room and a hands-on teaching center.

Resources and Teaching Programs. The Life Skills Center employs a self-directed approach and includes a variety of resources: books, journals, magazines, video-tapes, pamphlets and cassette tapes that provide information on many relevant topics. The Life Skills Center provides individual and group teaching programs in many areas:

- * home modifications and adaptations
- * apartment living
- * disability rights, laws, and agencies
- * financial management
- * human sexuality
- * adaptive equipment
- * drug and alcohol awareness
- * community accessibility
- * public transportation and travel

- * resume writing and interview workshops
- * assertiveness training, leadership skills
- * time management and study skills
- * nutrition and meal preparation

Occupational Therapy. Occupational therapy is a health and rehabilitation profession which focuses on increasing an individual's ability to lead an independent, productive, and satisfying life. Occupational therapists are concerned with human lives that have been disrupted by physical injury or accident, birth defects, aging, and emotional or developmental problems. The occupational therapist assesses the individual's ability to carry out necessary physical, developmental, social, and emotional functions in order to complete daily life tasks including education, work, self-care, and leisure activities.

Meal Aide System

Meal aides are available at Van Houten Dining Hall during the regular semesters and are scheduled for breakfast from 7 to 11 a.m., for lunch from 11 a.m. to 2 p.m., and for dinner from 4 to 7 p.m. On weekends, meal aides are on duty for brunch from 10 a.m. to 2 p.m. and from 4 to 7 p.m.

All students with disabilities must transport themselves to the dining hall for meals except under the following conditions:

1. Unable to independently transport self to the dining hall due to functional mobility limitations (blindness, does not own a power wheelchair, etc).

The student must make arrangements, at the beginning of the semester, with the meal aide coordinator to have a meal aide transport him/her to and from the residence hall and dining hall.

2. Wheelchair breakdown.
 - a. When a student is temporarily unable to transport self, he/she is to notify the wheelchair maintenance supervisor for a temporary wheelchair.
 - b. If a replacement is not available the student is to contact the occupational therapist, the director or the assistant director (during regular working hours). The staff member will then contact either the meal aide coordinator or the dining hall staff to have them send a meal aide to the residence hall to transport the student.

3. Student becomes ill.

a. During regular office hours, he/she must contact the program nurse. The nurse will call the dining hall and make arrangements for a meal aide to deliver a meal to the student's room. If the nurse is not available, the student must contact the occupational therapist and the same procedure will be followed.

b. If a student becomes ill in the evening or on the weekend, he/she must inform a personal care worker who will in turn contact the dining hall to have a meal brought to the student.

4. Extended medical conditions.

Student must give a medical excuse from his/her physician to the program nurse, and arrangements will be made for meal delivery by the occupational therapist.

5. Adverse weather conditions.

All meals will be delivered to the residence halls only as directed by the occupational therapist, program nurse, or the director/assistant director. The meal aide coordinator and the dining hall will be notified as soon as the decision has been made. The meal aide coordinator will then be responsible for pick-up and delivery of the food from the dining hall, scheduling adequate numbers of meal aides and finally, returning all dining hall equipment.

6. Students are not to call the dining hall under any circumstances.

7. Meal aides are provided for students with disabilities only.

8. When transporting students, meal aides will only transport to and from the dining hall and the residence hall.

The ODSS Nursing Station

The nursing station enables the ODSS to provide an on-going comprehensive program of health care to Edinboro University's students with disabilities. Health-related problems are a major deterrent to a successful post-secondary educational experience. This nursing station is a vital link to the success of every student with a disability attending Edinboro University.

The nursing station is utilized to complete physical examinations and to determine the personal needs of each prospective student. This station allows flexibility in working with proper sterilized equipment, examination table, bath and shower facilities, and cabinet space for drugs, equipment, and medications. Included in this station is an electric hospital bed, oxygen, wheelchair scale, autoclave, various devices for monitoring blood pressure and body temperature, refrigerator, and numerous reference books. Also contained in the nursing station are the supplies which personal care attendants use such as liquid soap, disinfectant, etc.

The nursing station also serves as a training center for personal care attendants and other support staff who must be educated to recognize the early signs of health-related problems experienced by students with disabilities. This station is located adjacent to the Office of Disabled Student Services and the Life Skills Center and was funded by a grant, in the amount of \$10,800.00, from the General Electric Foundation.

The Personal Care System

The Personal Care System is a critical part of the ODSS program at Edinboro University. Over 60 employees provide around-the-clock, seven-days-per-week personal care for the students with disabilities.

Personal care attendants provide assistance in a wide range of services. They must be caring people with capacity and commitment.

The personal care staff substantially assists the ODSS in meeting its objective of providing life skills (higher independence). Personal care attendants, working with the personal care supervisor, the program nurse and the occupational therapist, assist in providing a unified effort to develop life skills in students. As individual plans are developed for life skills the personal care attendants are asked to assist students in helping to meet life skills goals. This aspect of personal care is developmental rather than sustaining. Personal care attendants assist in developing the program goal of "Independence" as directed by the personal care supervisor. If students can do something for themselves they will be expected to do it on their own. If they cannot do it independently, we will teach them how to do it. If students cannot possibly do something, we will do it for them. This aspect of personal care is difficult, since we all want to help students with disabilities. By doing this today we will help them for tomorrow.

Wheelchair Maintenance

Wheelchair maintenance services are provided through a contractual agreement between the Office of Disabled Student Services and a professional medical corporation. The goals are to provide necessary maintenance/repairs to all electric and manual wheelchairs of the ODSS students. A set fee has been determined for this service, which covers labor and minor parts.

The maintenance person is responsible for diagnosing the particular problem and taking necessary steps toward repair of all major and minor malfunctions (ordering parts, supplies, and providing the necessary labor). If the student would like this service and is sponsored by the Office of Vocational Rehabilitation, he/she should inform his/her counselor so that the proper authorization for payment can be made. (Major parts must be authorized on an individual basis.) If the student is not sponsored by the Office of Vocational Rehabilitation, payment for this service (parts and labor) must be made on an individual basis.

The wheelchair maintenance schedule is posted at the beginning of each semester or otherwise as changes are made. If a major and/or a minor problem occurs, students must contact a representative at the wheelchair maintenance shop to inform him/her of the maintenance needs. If necessary, this representative will supply the student with a wheelchair while the 'chair is being repaired.

Van Transportation

The ODSS provides van transportation for students with disabilities to attend classes and special social events, to run errands, and to meet medical appointments. The student's transportation needs are met with a fleet of vans that have hydraulic lifts for entry, as well as extended roofs for head clearance. Each van operates with a van driver and, during winter months, a van aide to assist students in and out of buildings.

The van system operates to meet the most essential transportation needs of the students and staff of ODSS. To meet these needs, a priority system has been developed. The first priority is transportation to academic classes and medical emergencies. The second priority is to scheduled medical appointments. The last priority is to nonacademic and nonmedical activities. Therefore, these activities may be scheduled only if there is no conflict with academic and/or medical appointments.

Vans operate on a daily schedule for classes during the academic year. Vans are scheduled to leave the dormitories one-half hour prior to the start of each class period. Students needing transportation to class should be in the lobby of their dormitory at that particular time. The vans will then take the students to their respective class building. If the student needs transportation back to the dormitory, he/she should make arrangements with the driver to be picked up at a later scheduled run. Times for class periods can be found in University course schedules.

Students who subscribe to van transportation are billed the semester rate for this service. Special van runs (shopping, concerts, etc.) are billed separately. ODSS-sponsored events requiring transportation are paid for by the ODSS.

The vans make two weekly errand runs into town at approximately 6:00 p.m. Such needs as getting prescriptions filled, shopping, or going downtown for business or personal

reasons can be met through this service. Students are permitted to go on the van run personally if room is available or they may leave a message and money in the personal care room for their purchases.

Vans can be utilized for various nonacademic and nonmedical activities. However, the student is responsible for the cost incurred. There is no charge for local trips. Arrangements for the use of the van must always be cleared through the van supervisor so that appropriate forms can be completed.

Since the main office closes at 5:00 p.m. on Friday, any arrangements for the weekend must be made by 5:00 p.m. on Wednesday. All arrangements for any use of the vans, except scheduled classes, must be made at least 48 hours ahead of time. Emergency use of the vans can be made by contacting the assistant director or the director.

Recreation Weight/Training Room

The ODSS Recreation Weight/Training Room provides a place for students to work on muscle tone and coordination. The facility has 3,000 pounds of weights on a universal weight machine, hand weights and wall weights. Other physical fitness equipment includes an exercise mat, wheelchair treadmill and exercise bicycle. Muscle coordination can be enhanced through pinball machines and table tennis, and a large screen television is used for aerobic exercise programs.

A secondary function of this facility is that of a recreation room. This room is open to all ODSS students. The Recreation/Weight Training Room is also used extensively by the various athletic teams sponsored through ODSS and Edinboro University. Students train in this room for games and meets including the National Wheelchair Games.

The Rolling Scots compete in a variety of sporting events including basketball, swimming, track and field, weight lifting, table tennis, archery and air rifle. The team competes nationally and internationally with the National Wheelchair Athletic Association, the United States Cerebral Palsy Athletic Association, the United States Les Autres Sports Association and the National Wheelchair Basketball Association.

Office of Vocational Rehabilitation

The Office of Vocational Rehabilitation counselor is assigned to work with the Office of Disabled Students Services by the Erie District Office of Vocational Rehabilitation. This counselor is in the office during regularly scheduled hours each week. On the off days, the counselor may be reached at the Erie District Office of Vocational Rehabilitation, 1600-C Peninsula Drive, Erie, Pa 16505, or by calling (814) 871-4551.

Duties of the OVR counselor include, but are not limited to:

1. Supervising cases assigned by the following district offices: New Castle, Erie, Washington, Johnstown, Altoona, Dubois, Williamsport, Wilkes Barre, Allentown, Reading, York, Rosemont, and Philadelphia. (The cases from Pittsburgh are handled directly by that office.)
2. Setting up cost of tuition, room, board, books, personal care, van transportation, and wheelchair repairs as directed by the originating district office in each student's unique case.
3. Assisting clients, if possible, in resolving funding problems with Edinboro University and related programs.
4. Setting up funding for services not provided by Edinboro University, i.e., hospitalization, orthotics, prosthetics, specialty medical exams, etc.
5. Making reports and recommendations to the originating counselor regarding the Office of Vocational Rehabilitation's services for each client/student on a semester basis or more often if required.
6. Answering client/student questions regarding the Office of Vocational Rehabilitation's services. If these questions cannot be answered by the counselor, he/she will contact the originating district to obtain answers.
7. Assisting assigned client/students in achieving the educational requirements that will enable them to enter employment when schooling is completed.

SUMMER PROGRAMS

OVR-EUP Summer Program

Severely physically disabled persons who possess the intellectual capability, motivation and academic preparedness for college work deserve the opportunity of a pre-college preparatory program designed to meet their specific needs prior to their matriculation to a college or university. The program should provide an opportunity to experience college life on an actual college/university campus, a sequence of instructional activities tailored to individual

goals and objectives, and individual assessment which is predictable of college success. The program should provide the disabled person's sponsoring agency the opportunity to jointly evaluate individual potential and thus determine whether financial support is advisable and justifiable. The program should also enable the disabled student, through a trial experience, to make a personal determination as to whether he/she is capable of being successful in a college or university.

For several years, Edinboro University and the Office of Vocational Rehabilitation (OVR) have discussed merits of a pre-college experience for the severely physically disabled. There has been general agreement that a program which assesses stamina, orients a disabled person to college life, and emphasizes independence not only benefits the individual but also provides a cost-effective rationale for decision-making and financial sponsorship by OVR. All parties agree that such a program benefits the agency and its clients.

With this in mind, the major goal of the OVR-EUP Pre-University Program is the development of successfully functioning severely physically disabled college/university-bound students whose skills and expertise match the requirements of successful college/university matriculation.

The Office of Vocational Rehabilitation--Edinboro University of Pennsylvania Pre-University Summer Program for the Severely Physically Disabled has been in existence since 1985. This very effective program operates on the campus of Edinboro University under the sponsorship of the Office of Vocational Rehabilitation, Pennsylvania Department of Labor and Industry. Last year, 29 students from the Commonwealth of Pennsylvania, Maryland and Florida utilized the resources of Edinboro and the Pre-University Program for the Physically Disabled.

BVS-EUP Summer Program

Blind and visually impaired persons who possess the intellectual capability, motivation, and academic preparedness for college work deserve the opportunity of a pre-college preparatory program designed to meet their specific needs prior to their matriculation to a college or university. The BVS-EUP program provides an opportunity to experience college life on an actual university campus, a sequence of instructional activities tailored to individual goals and objectives, and individual assessment which is predictable of college success. This program allows the Bureau of Blindness and Visual Services to evaluate individual potential and thus determine whether financial support is advisable and justifiable. The program also enables the student, through a trial experience, to determine whether he/she is capable of being successful in a college or university.

With this in mind, the major goal of the preparatory program is to assess and then advance the development of the visually impaired student in coping skills, academic skills, and

the expertise required for successful matriculation to a college or university.

The Bureau of Blindness and Visual Services--Edinboro University of Pennsylvania Pre-University Program for the Blind and Visually Impaired has been in existence since 1975. This program operates on the campus of Edinboro University under the sponsorship of the Bureau of Blindness and Visual Services, Pennsylvania Department of Public Welfare. In 1988, 21 students from the Commonwealth of Pennsylvania utilized the resources of Edinboro University and its pre-university program for the blind and visually impaired.

LD-EUP Summer Program

With the provisions of Sections 504 and 508 of the Rehabilitation Act of 1973, which mandate reasonable accommodations and accessible technology for disabled persons, more learning disabled students can be expected to include post-secondary education in their plans. By some estimates, a college education is in the plans of 67 percent of persons diagnosed as learning disabled in elementary or secondary school (White, 1982). According to the "Profile of Handicapped Students in Post-Secondary Education", 1987, 12.2 percent of all enrolled disabled students report having a learning disability. The upsurge in the number of learning disabled students applying to post-secondary institutions has been noted at Edinboro University. In the fall of 1987, only five learning disabled students were active in the learning disabilities services. Two years later, 42 students were receiving services. Inquiries from prospective students and/or high school guidance counselors are several per week. Comments from educators and parents across the state indicate that Edinboro University is unique in the scope of services provided for learning disabled college students in Pennsylvania.

Learning disabled persons who possess the intellectual capability and motivation for college work will still need support services and adequate accommodations to facilitate their success. Like their nondisabled peers, students with learning disabilities are confronted with many new experiences and unforeseen obstacles during their first semester in college. In addition, the nature of their disability increases these difficulties. Learning disabled students may find themselves unprepared in basic achievement skills, career planning, and the skills necessary for success in the independent learning environment of a university (Dalke and Schmitt, 1987). A pre-university preparatory program designed to meet these transition needs would provide the learning disabled student the opportunity to develop college survival skills before meeting the demands of a full-time college schedule.

The OVR-EUP Pre-University Program for Learning Disabled Students assesses basic skills, orients a learning disabled person to college life, and promotes independence. This program not only benefits the individual, but also provides a cost-effective rationale for decision-making and financial sponsorship by OVR. Through the program OVR clients can determine their suitability for college life. With this in mind, the primary goal of the OVR-EUP Pre-University Program for Learning Disabled is the preparation of learning disabled students to

meet the requirements of successful college matriculation.

The Office of Vocational Rehabilitation--Edinboro University of Pennsylvania Pre-University Program for Learning Disabled Students began in the summer of 1989. This summer program both expands the Office of Vocational Rehabilitation's options for placement and solidifies Edinboro University's learning disabled program.

Augmentative Communication Summer Program

This proposed three-week summer program seeks to address the communication, educational and social needs of cognitively alert, communicatively limited, college-bound adults. While the focus of our proposal is verbally unintelligible persons, we use the term communicatively limited to include any student who, due to neurologic or muscular deficiencies, cannot communicate effectively using verbal or written communication strategies. This includes those persons who, because of significant physical limitations, would be unable to produce written output.

In recent years Edinboro University's Office of Disabled Student Services has seen an increase in the number of students with severe disabilities applying for admission to Edinboro University of Pennsylvania. This is due directly to Section 504 of PL 93-112 and Section 508, an amendment to PL 93-112, which provide for equal educational opportunities for persons with disabilities, and indirectly from advances in computer technology which enhance computer access for persons with severe physical disabilities. The Office of Disabled Student Services currently meets the personal care needs of students who choose to attend college through our regular personal care program. However, concerns for this group of students are of a different nature. Educationally, these students have difficulty succeeding at the University level due to limited classroom experience in the public schools. Many of these students are deficient in oral or verbal communication skills, are generally poor spellers, and are often frustrated by their inability to ask and answer questions in the classroom. Persons in this group who are intellectually capable of completing college and holding gainful employment deserve a chance to attend a college or university.

Within the past two years the Office of Disabled Student Services has interviewed a number of students who fit the above description. Many have the intellectual capacity to complete college level courses of study but would probably fail due to lack of communication skills. Currently alternative/augmentative communication devices are available which provide a vocabulary of 700 to 800 core words and a "speaking" vocabulary of nearly 2500 words, each accessed through an icon based vocabulary, e.g., Prentke-Romich Light/Touch Talker. Other devices (ACS Speech-Pac) exist which access a customized vocabulary through abbreviation expansion. Still other devices (ACES E-Z Keys) provide word prediction based on a linked

frequency of use list. These and other similar voice output devices make it possible for augmentative communication users to communicate effectively in various social situations. However, many students with communication limitations have only recently been introduced to these devices. Most students applying for admission have had speech synthesis devices for less than two years and, as a result, often have underdeveloped communication skills. Even well-trained augmentative communicators need additional help with selecting, programming and using an appropriate college level vocabulary. Students with disabilities relating to written communication have often experienced limited exposure to computer access devices and require intensive training on an effective alternate input system.

This program seeks to direct new and experienced augmentative communication users to more effective use of computer technology. Instruction is designed to provide intensive communication strategy training for severely communicatively impaired students who have chosen college as part of their educational objectives.

PROGRAM ADMINISTRATION

Staffing

The staff who provide services in the ODSS number at least 200. University funded full-time positions (7) include a director, assistant director, assistant to the director, occupational therapist, computer analyst, coordinator of disabled student's physical activities and a clerk stenographer. Other full-time positions funded through the ODSS include a registered nurse, coordinator of personal care, supervisor of wheelchair maintenance/vans, computer technician, six personal care floor leaders and clerical staff. Additional full-time positions include personal care attendants, van drivers, recreational assistants, wheelchair maintenance personnel, laundry attendant and computer lab assistants. There are a total of 53 full-time employees in the ODSS and 95 part-time employees. In addition there are approximately 65 work-study positions funded through this office.

Costs of the Program

The seven University positions are funded through the operational budget of the University. No special money is allocated through the State System of Higher Education to fund these positions or support the operational budget. Part of the operating budget of the ODSS comes from the University budget which funds limited travel expenses, office and medical supplies, work-study positions, subscriptions for professional journals and memberships in professional organizations.

The remaining positions and operating budget come from the program service contracts with the Office of Vocational Rehabilitation, the Bureau of Blindness and Visual Services,

Veterans Administration and private pay sources. Private pay sources include, but are not limited to, insurance companies, the CAT fund, and the student or parents. The total budget for the ODSS from all sources was \$776,000 for the 1989-90 academic year.

RESULTS AND CONCLUSIONS

As a result of the implementation and development of services for students with disabilities at Edinboro University, many students who ordinarily could not have attended the University have been given this opportunity. When the program began, traditional physical access barriers had to be eliminated. This allowed more severely disabled persons to seek admission and subsequent services. The University responded by developing the other half of accessibility: support services such as ramps, power doors and curb cuts.

Recent legislative mandates appear to parallel the University's development of services for students with disabilities. The Office of Disabled Student Services supports an adaptive computing facility which allows access to computer services. When students graduate from Edinboro University, they are fluent in the use of access devices and can assert their Section 508 right to use office media/equipment.

In 1987 the Office of Disabled Student Services conducted a survey of its graduates to gain information regarding their employment, living arrangements, education after graduation, personal care and demographics. A follow-up survey was sent in the fall of 1989 and the results of this questionnaire are currently being compiled. The first survey revealed that Edinboro University's graduates are employed at a higher rate than similar national rates. It was disappointing to note that the income levels for this employed group were much lower than would be expected of non-disabled peers. Much of the emphasis over the past year has been directed toward placement activities.

The Office of Disabled Student Services is expected to continue its growth in both the number of students it serves and the types of services it provides. Over the past few years the enrollment of the University, including students with disabilities, has increased. The services and staff have grown to match this demand. In the planning stages are services associated with rehabilitation engineering, research, national information data bank, transitional apartments and driver education.

The experience of the Office of Disabled Student Services staff at Edinboro University is being shared both at professional conferences and on an individual consulting basis. The rationale for sharing this information is to alleviate the fear expressed by administrators that this type of program is cost prohibitive. There are expenses but, for the most part, the program has been self-supporting. Many university administrators do not know how to begin making their university accessible, and Edinboro's model of development is used as an example of how this can be successfully initiated.

The services at Edinboro can and should be replicated at other universities throughout the United States. It is unfortunate that so many students must travel so far to receive the services necessary for an education. The letter of the law and the spirit in which it was written clearly directs that campuses in the United States be made accessible. Edinboro University has made a commitment to develop services for the disabled student, and this commitment remains a part of the institution.